FRENSHAM HEIGHTS

CANDIDATE INFORMATION
HEAD OF COMPUTER SCIENCE & DIGITAL LEAD
SEPTEMBER 2024

FRENSHAM HEIGHTS

WELCOME FROM THE HEAD & INCOMING HEAD

Welcome to Frensham. I have been honoured to lead this wonderful school from 2004 to 2018 and again for this academic year. What you will find as you get to know the school is that it is beautiful physically and philosophically, it offers enviable breadth and depth in its curriculum and non-academic pursuits and above all it seeks to share a generosity of spirit between all members of the school.

My main role this year is to prepare for my successor Ben McCarey. Ben is currently serving as Headmaster at Holyport College and everyone at Frensham is excited to be working with him. The parents and students and staff all played a role in his appointment process; so he has the confidence of us all to take this wonderful school into its next centenary.

If you don't already know us, please do come and visit us. We would love to welcome you.

Andrew Fisher

I am honoured and humbled to have been offered the opportunity to join the Frensham community as it enters its second century. I will be joining this community both as Head and as a parent and my family is incredibly excited to begin our lives within this wonderful and unique school.

As a parent, I want my children to grow up being open minded and willing to embrace new experiences; I want them to be free to explore their own paths and experience the beauty and joy which exist in our world (without being naive to its many flaws). Most importantly, I want them to learn within a community of individuals who understand the importance of kindness, compassion, and optimism.

As a teacher, I believe that a traditional, linear, education system does not adequately prepare children for the world they will inherit. This world is a rapidly changing, uncertain and, sometimes, scary place. If an education only equips children with an armoury of facts and knowledge and the ability to pass exams, but it doesn't furnish them with the ability to think creatively, critically, and empathetically, then we have failed them. A Frensham education is one which ensures our children are well qualified and well educated and, most importantly, free to be kids in a world where we all grow up too quickly.

I cannot wait to get started and I look forward to meeting you in the near future.

Ben McCarey

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ABOUT FRENSHAM HEIGHTS

Frensham Heights was founded in 1925 by educationalists Beatrice Ensor and Isabel King with the aid of a generous benefactor, Edith Douglas-Hamilton. They were passionate about offering an alternative style of education with the child at its heart. A school and a community based on mutual respect, tolerance and generosity of spirit which would educate the whole child – mind, body and spirit.

And so it has been ever since.

There is an energy about Frensham which is hard to describe. It's a feeling of happiness and lightness, a sense of freedom. It comes from all the children being comfortable in their own skins, their own clothes. As from our founding days, everyone at Frensham is on a level playing field, with no prefects or head boys and girls. Students can be who they are, and as a member of staff at Frensham, so can you. When you come here, you can just relax and be yourself. The teachers don't hide behind titles or formal clothes and the children's individuality isn't hidden behind uniforms or false respect. Egos are left at the door. The Head, the littlest nursery child, the newest teacher, the shyest sixth former, the part-time TAs, the support staff. Everyone is an equal, important, valued part of the community.

Contrary to what many believe, Progressive Education is not without boundaries. Respect underlies everything we do at Frensham; but it is respect that is earned,

rather than demanded or assumed. We give children more freedom than at other schools, but with freedom comes responsibility and we have high expectations of everyone in our community. It all comes from our foundation of exceptional pastoral care which thrives on the genuine relationships which develop between all members of the community - looking out for one another.

There is a misconception that a school without uniforms and with children walking together rather than in lines is a school without discipline. It is true that we don't give detentions, and the sanctions we do give out are not done on a whim. We acknowledge that our students make mistakes, because they're people and everyone makes mistakes, but we believe that this is how we grow. At Frensham, discipline is based on conversations. It's not an easy, laissez-faire option. These are difficult two-way conversations about putting your hands up, owning and accepting your choices, rectifying, moving on and becoming the best version of yourself.

OUR VALUES

Our values are at the heart of everything at Frensham, from our lessons and discipline structure to our enrichment programme and culture. We expect everyone in our community to actively live these values.

ORIGINALITY OF THOUGHT
FRENSHAM EMBRACES CREATIVITY

We encourage everyone to foster their boldness and innovation, seeking opportunities locally and globally to discover and bring fresh thinking to our community.

SPIRIT OF TOGETHERNESS
FRENSHAM NURTURES COMMUNITY SPIRIT

Relationships are the foundation of our school and our success, built on genuine mutual respect, compassion and kindness. We embrace freedom with a firm understanding of our responsibility towards our community.


RESPECT OF INDIVIDUALITY
FRENSHAM CELEBRATES AUTHENTICITY

This is a place where you can be the 'true you'; we pride ourselves on that. We support all to have the confidence to stand for something and be the person you truly want to be.

COURAGE TO TRY
FRENSHAM FUELS PERSONAL DEDICATION

We aspire to be the very best we can be, fully committing to our learning, proactively seeking improvement, and working collaboratively for the benefit of the whole community.
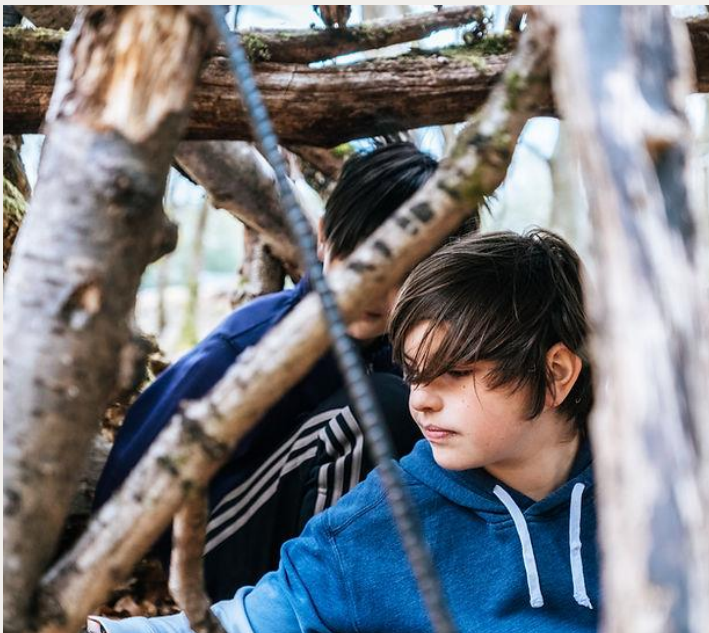
EQUALITY, DIVERSITY & INCLUSION

Frensham is committed to fostering an inclusive culture and community that promotes our core values: we believe that diversity makes our community richer and more vibrant and, as such, we aim to embrace and celebrate our differences. Fundamental to our school is our belief that every individual, regardless of their background, beliefs, or abilities, deserves the chance to thrive and reach their full potential. We are committed to a journey of improvement, even when this is challenging, and recognise that we need to examine our institution as a whole to achieve our goals. This is an ongoing journey, and we are committed to continuous improvement.

We oppose all forms of unlawful and unfair discrimination, harassment or victimisation. We are striving to attain a workforce that is representative of society to ensure we secure the widest pool of talent available. Applicants whose backgrounds are under-represented in the sector are encouraged. It is our aim to ensure that no job applicant or employee receives less favourable treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender / gender reassignment, marriage / civil partnership, pregnancy / maternity, race, religion or belief, sex or sexual orientation (the protected characteristics).

SAFEGUARDING:

Frensham Heights is committed to safeguarding and promoting the welfare of children and young people. Applicants must undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.

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WORKING AT FRENSHAM

At Frensham, we leave as we come – as individuals – but in our time here, we become more. We become stronger. Kinder. As the school approaches its centenary, it is clear that Frensham is bigger than any one of us, from our founders to our newest family; it is all of us. We are Frensham.

We believe passionately that our school thrives because of our members. When you become part of the Frensham family you are given the same freedom, trust and support as every member of our community. We have high standards for students and staff alike – and we support you in reaching and exceeding these. But we also give you the space and the freedom to task educational risks, to try new things, to take your students beyond the classroom to experience real-world applications and grow a love of learning.

As a member of staff at Frensham, you have the freedom to be you.

Below are some key practical benefits of working at Frensham:

- Competitive pay scales

- Free lunch in term time (Mon-Fri)

- Free on-site parking

- Access to the on-site fitness suites

- Access to an Employee Assistance Programme

- Afternoon sweet treats, plus tea and coffee throughout the day

- Generous pension scheme, provided through Royal London

- School fee remission for staff children

- Staff wellbeing initiatives

- Continuing professional development as part of our staff development programme

- Access to over 100 acres of beautiful land within the Surrey Hills

- Use of the school swimming pool (conditions apply)

- Discounted rates on many site facilities, subject to availability

FRENSHAM HEIGHTS

JOB TITLE	**Head of Computer Science & Digital Lead**
REPORTS TO	**Assistant Head (Staff Development & Academic Strategy)**

JOB PURPOSE

The Head of Department role is critical to the success and development of both students and staff. Heads of Department will ensure the smooth running of their subject and be advocates for excellence in teaching in their subject area. They should bring passion, enthusiasm, and creativity to the role, and grow the reputation and results in their subject area, whilst also delivering high quality lessons and extracurricular provision to inspire their students. They have responsibility for the quality, delivery, and development of all teaching of their subject taking place at Frensham Heights.

The Digital Lead plays a pivotal role in shaping the school's technological landscape. Their responsibilities are aimed at enhancing the educational experience through the use of technology and AI. They will work with the Senior Leadership team to develop the school's digital learning environment, and the development of digital pedagogy in the classroom, aligned to the school's strategic plan, by participating in discussions which relate to the use of technology in schools, and leading on digital innovation. They will lead on fostering digital confidence in staff by contributing to staff training and development, and in preparing students for the digital demands of the modern world by ensuring that current and innovative digital learning strategies are promoted and embedded in practice. They will provide assistance and coaching to teachers and develop and enhance colleagues' understanding of how students learn across digital platforms, ensuring effective articulation of digital learning throughout the school.

JOB SCOPE

To teach ICT in KS3, and Computer Science at GCSE and A Level. As an option subject, the Head of Computer Science should help to inspire students to continue with the study of the subject beyond KS3 and enthuse all students to see the relevance of the subject in the real world, with a particular consideration of how to encourage girls into computing. The Head of Computer Science is responsible for the overall delivery of ICT, Computer Science and Esports across the whole school and, as such, will line manage the Head of Esports and work closely with Junior School staff. As Digital Lead, the successful candidate will work closely with the Director of IT & Estates and Assistant Head (Staff development & Academic strategy) to further develop our digital strategy. This should reflect our progressive skills-driven approach, as well as feeding into parental education initiatives.

This is a full-time, permanent role to begin in September 2024.

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ABOUT THE DEPARTMENT

The Computer Science department is a small, but passionate, team who encourage students to see the real-world applications of the subjects. Currently there are two full-time members of staff in the Senior School, as well as a subject specialist in the Junior School. The department has seen an increased popularity at both GCSE and A Level in recent years, and the addition of Esports BTEC at Levels 2 and 3 has further encouraged more students into the subjects.

The department runs several initiatives to encourage ambition and resilience in students: we have had amazing success in the Cybercenturion competition (most recently, our Year 13 students have made it to this year's final in April), and we were also incredibly proud of our Year 11 student who won the BAFTA Young Games Designer of the Year competition this year. He is now working with younger students to mentor them in game design through the ECA programme. The departmental ECAs are proving to be very popular, and students also benefit from a new Esports room which is fully equipped with the high-quality gaming tech.

OBJECTIVES

Teaching & Learning

1. Ensure that Schemes of Work and the relevant resources are available to departmental staff via Frensham's SharePoint and in line with school policy. Resources should be age appropriate, scaffolded and offer suitable challenge to students.
2. Ensure that GCSE, BTEC, and A-Level examination specification regulations are observed in the breadth of content taught, the method of delivery and instructions given to students.
3. Plan and manage the delivery of a dynamic KS3 programme of learning that is in step with our values and skills for life to inspire and engage our students.
4. Encourage cross-curricular teaching and learning, identify links with and work collaboratively with other departments.
5. To have oversight of, and responsibility for, Junior School ICT schemes of work, helping to shape the delivery of Junior School ICT lessons and supporting staff who deliver the lessons. To work closely with Junior School colleagues, to engage with and understand the nature of teaching and learning taking place in the Junior School and drive the sense of a continuous provision, particularly from Year 5 to Year 9
6. Oversee the setting and marking of internal examination papers within the department, as well as the creation and analysis of department records of assessments.
7. Check that subject written and progress reports, are accurate and follow the report guidance and are completed to the given deadline.
8. Encourage and incorporate ICT skills into the teaching and learning programme across the whole school and utilise ICT to good effect to work efficiently within the department.
9. Regularly observe and monitor teaching and teaching practise within the department, such as celebration walks and conducting book reviews and record this on our internal systems, alongside the year group wide half termly snapshots.
10. Liaise with the SEND department to provide appropriate and guided provision for students.

Leadership & Management

1. Advising the Head/Assistant Head in the staffing of the department and in new staff appointments.
2. Responsible for the initial liaison with new staff into their departments and the induction of new staff in their subject area including formal lesson observations as part of their induction period, or ECT mentoring if the staff member is new to teaching.
3. To regularly conduct professional conversations with department staff and record these on our internal system as part of the Appraisal cycle. The aim being to collaboratively develop departmental staff professionally, be this through internal/external training, mentoring, or coaching.
4. To liaise with parents in relation to the content and teaching of the department.
5. To manage the deployment of staff and complete timetabling proforma as requested by the Timetabling Manager.

6. Lead regular (at least every half term) department meetings. The focus of these should be to: -
   - Develop and evaluate of the curriculum.
   - Share ideas and improve our subject knowledge – subject CPD.
   - Moderate marking and assessment.
   - Monitor student progress using data analysis (department mark book, SISRA & CEM data) to inform department strategic planning and drive progress. Heads of Department should identify students to celebrate and students requiring planned intervention across their subject area in line with the schools policies and procedures, ensuring Day Book and the AtL system are used to good effect.
7. Liaise with Pastoral Leads in relation to student progress and attend Student Progress meetings.
8. Coordinate and collaborate with the Marketing & Admissions department to drive interest in the subject area and the wider school.
9. Preparing, planning and managing the annual department budget to make best use of charitable funds, maintaining an accurate record of departmental spending on the Sage platform, as well as the ordering of books, online resources, relevant equipment.
10. Providing an annual written report for the Head on the performance of students in public examinations.
11. Maintaining and updating the Department Handbook on SharePoint. This should include the department's vision, all relevant policies e.g. marking policy and safety policies, including risk assessments which should be under constant review (at least annually).
12. Attending meetings with their line manager to discuss academic planning, policy and curriculum development, as well meeting the Assistant Head (Academic) to plan and discuss departmental INSET needs.
13. Monitoring and ensuring appropriate work is set in absence of department colleagues.
14. Ensuring classroom displays and displays around the subject areas are up to date, topical in their content, identifying the place of the subject in the wider world and appropriate Careers opportunities.
15. Liaising with and advising any technicians or support staff involved with the running of the department.
16. Notifying Estate Manager of maintenance needs within departmental teaching areas, advising on classroom furniture, furnishings, appearance and display.
17. Maintaining an up-to-date inventory of books and equipment in the Department.
18. To contribute to staff training and development on technology, e.g. through pop-up training sessions, new staff induction sessions, how-to videos, whole staff training etc.
19. To lead on student technological literacy, including educating about how to stay safe when using technology e.g. by supporting tutors to deliver snapshot skills sessions in tutor times, contributing to the Horizons programme, supporting the Assistant Head (Curriculum) with the Autumn term focus of Technological Literacy etc.
20. To work with other schools and organisations to stay on top of advances and changes to the digital world of education and share best practice.
21. To encourage staff and students to innovate and use technology to its full potential.
22. To be a key member of the IT strategy group, feeding into strategic discussions which relate to the use of technology in schools.
23. To lead the AI working party.

Enrichment

1. Developing appropriate resources and opportunities beyond the curriculum (e.g. visits - national and international, lectures, workshops, competitions, project work, outside speakers, links with other schools, etc) that stretch student imagination and their understanding of the department subject area in collaboration with the Ambition & Enrichment Programme Lead. Nominate Subject Ambassadors and devise an appropriate programme to capture their interest.

2. Ensure the department is engaged in outreach opportunities that give students the opportunity to contribute to the wider community and society.

3. Liaising with the Head of Careers to ensure that ICT and Computer Science can be linked to life choices beyond Frensham, helping to ensure that the careers provision is current and reflective of the wide range of jobs available in technology, both now and in the future.

4. Ensure the subject is a part of the ECA programme portfolio.

5. Create department reading list and recommend new books/resources for the school and/or departmental libraries and teach students how to make appropriate use of the library resource.

PERSON SPECIFICATION:
ESSENTIAL = E   DESIRABLE = D

QUALIFICATIONS

A good degree in Computer Science or equivalent relevant subject **E**

Teaching qualification (PGCE or equivalent) **E**

KNOWLEDGE & EXPERIENCE

An understanding of, and passion for, progressive education **E**

Proven ability to teach excellent lessons across KS3-5, which allow all students to achieve their best, regardless of background or learning needs **E**

Experience of leading a team to achieve goals, using skills such as negotiation, delegation, and motivation **E**

Experience of supporting student wellbeing through excellent pastoral care **E**

An in-depth understanding of digital technology and how it can be used for educational purposes **E**

Experience of driving technological literacy amongst staff and students alike **E**

A thorough understanding of how to stay safe when using technology, including legislative requirements for children and young people **E**

Experience of using data to track and support student progress **E**

Evidence of ongoing professional development **E**

An understanding of, and passion for, progressive education **E**

SKILLS & VALUES

A passion for digital technology and sharing expertise with others **E**

Excellent classroom management, including the ability to build strong, respectful relationships with students **E**

Excellent communication skills with stakeholders, whether through verbal, written or digital communication **E**

Punctual, organised, and friendly **E**

A belief in the goodness of children and value of holistic education **E**

A strong desire to promote equity, equality, and inclusion **E**

A commitment to the success of Frensham and willingness to contribute to the wider life of school **E**

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APPLICATION PROCESS

Application forms should be submitted, along with a covering letter of application outlining suitability for the post, to the Head via the Heads PA (head@frensham.org)

Early applications are warmly encouraged, and candidates may be invited for interview before the closing date.

Frensham Heights is committed to safeguarding and promoting the welfare of children and young people. Applicants must undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.

Closing date for applications is 9am Friday 22nd March 2024. Interviews will be held shortly after this date.

FRENSHAM HEIGHTS SCHOOL

Rowledge, Farnham, Surrey GU10 4EA 01252 792 561

www.frensham.org